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ABSTRACT

The National Forum on Assessment, a coalition of education and civil rights organizations, offers these principles and indicators to help guide the development of assessment systems that can meet the needs of today's educational environment. The following principles reflect that the key purpose of assessment is to serve learning: (1) the primary purpose of assessment is to improve student learning; (2) assessment for other purposes supports student learning; (3) assessment systems are fair to all students; (4) professional collaboration and development support assessment; (5) the broad community participates in assessment development; (6) communication about assessment is regular and clear; and (7) assessment systems are regularly reviewed and improved. Included with the statement of principles are a glossary, a 39-item bibliography, a list of 10 resource organizations, a discussion of how the principles were developed, a summary of the principles, and a list of organizational and individual signers. (SLD)

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PRINCIPLES AND INDICATORS FOR STUDENT ASSESSMENT SYSTEMS

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National Forum on Assessment

PRINCIPLES AND INDICATORS FOR STUDENT ASSESSMENT SYSTEMS

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INTRODUCTION

The National Forum on Assessment (Forum), a coalition of education and civil rights organizations, views high quality assessment as essential to high quality education. The Forum believes that powerful, fair assessment methods used by skilled educators are necessary for educating *all* our children to high standards.

Across the nation, assessment of student learning is undergoing profound change at the same time that reforms are taking place in standards, curriculum, instruction, school structure, the preparation and professional development of teachers, and the relationships among parents, communities, schools, governments, and business. The Forum offers these *Principles and Indicators* to help guide the development of assessment systems that can meet the needs of this changed environment.

The heart of the *Principles and Indicators* is the understanding that the primary purpose of assessment is to serve learning. The assessments supported by these *Principles* are:

- grounded in solid knowledge of how people learn;
- connected to clear statements of what is important for students to learn;
- flexible enough to meet the needs of a diverse student body; and
- able to provide students with the opportunity to actively produce work and demonstrate their learning.

Purposes of the Principles

These *Principles* are intended to help transform assessment systems and practices as part of wider school reform. Assessment should support and be integrated with changes in instruction and curriculum that improve student learning.

The *Principles* apply to assessment *systems* and call for coherence among the various assessment practices and instruments used in education. Assessment systems employ practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn. Coherence can be achieved by ensuring that all assessments, both classroom and large-scale, support important learning and are compatible with how students learn.

- Classroom assessments are those used by teachers with their students to directly assist learning and evaluate achievement.
- Large-scale assessments are those mandated, designed, conducted, and reported from outside the classroom, usually for district or state evaluation or accountability purposes.

Classroom assessment occupies the great majority of assessment time and is the primary means through which assessment can inform instruction and learning. Therefore, the *Principles* treat transformed and strengthened classroom assessment practices as the core of the larger assessment system. Indeed, the *Principles* view assessment systems from the perspective of classrooms with a special focus on the impact of assessment on instruction and learning.

Large-scale assessments are important because of their impact on classroom practices as well as on program quality and policy decisions. Not all requirements of classroom assessments can apply directly to large-scale assessments, and vice versa. However, the essential premise of the *Principles*, that assessment practices and instruments must support improved student learning, is true for both classroom and large-scale assessments.

Large-scale assessments for accountability primarily should use sampling procedures to help evaluate and improve school programs. Accountability can be based on examinations and on classroom assessments. In using classroom assessments for accountability, various methods of evaluating and summarizing ongoing student work and assessments can be used to obtain information about the achievement of programs and groups of students.

The evaluation of a student's work done over years in school also provides the basis for certification of individual achievement, such as for high school graduation. Such high-stakes decisions should not be made on the basis of any single assessment.

In recent years, research and practice have provided a strong base for transforming classroom assessment practices. Large-scale performance assessments that can support important learning are in an earlier stage of development, but knowledge and capability in this area, from technical concepts to practice, are growing rapidly. Given the centrality of classroom assessment in these *Principles*, further research is needed to establish exactly how large-scale assessments can best support classroom assessments, while providing additional valuable information.

As a vision of and guide to change, these *Principles* serve a different purpose from that served by technical standards for assessment. It is essential that technical standards be developed and used, and that they be appropriate for the various methods and purposes of assessment. The Forum recognizes that technical requirements may vary for different levels and purposes of assessment.

Each *principle* in this document defines a broad goal; it provides context and guidance for developing or refining an important part of the overall assessment system. The *indicators* are lists of more precise statements that can be used as a checklist in evaluating or developing assessment systems and their parts.

Taken as a whole, these *Principles* reflect what the Forum believes is the best that assessment can be and do. They are, in this sense, "ideal," and the language used in the *Principles* describes what should be, not what now exists. We understand that they will not be implemented immediately or with great ease. We do firmly hold, however, that education systems must move toward meeting these assessment principles.

Uses of the Principles

The *Principles and Indicators* have multiple uses for a range of practitioners and a variety of audiences. They can be used, together with appropriate technical standards, for the general purposes of developing, refining, or evaluating student assessment systems. For example:

1. Policymakers who are developing new systems of assessment at the national, state, and district levels can use them to rethink the role of large-scale assessments and ensure support for classroom-based assessment.
2. Teachers and administrators can employ them to guide assessment reform in classrooms and schools.
3. Schools of education can use them in teacher preparation, while teachers and other educators can utilize them in their continuing professional development.
4. Community, parent, advocacy, and business organizations can use them to evaluate and help improve student assessment systems.
5. Higher education institutions can employ them in reforming their admissions and placement policies and in their own instructional and assessment practices.
6. Educational researchers can use them in designing research as well as in conducting evaluations of schools and systems.

Signing the Principles

At the end of this document is a list of organizations and individuals that have reviewed the *Principles and Indicators for Student Assessment Systems* and recommend their consideration by educators and organizations for use in evaluating, revising and developing assessment systems. Also, there is a form that additional organizations and individuals can use to add their name to the list. The Forum will regularly update the list of signers.

The Forum welcomes comments on these *Principles and Indicators*. Send the sign-on form and comments to:

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Educational Foundations for High Quality Assessment

Developing the Principles and Indicators *required the Forum to define underlying beliefs and identify the essential conditions that enable high quality schooling. These form a foundation for high quality assessment systems.*

The Forum agrees on the following beliefs:

- All students deserve the opportunity to learn high-level content in and across subject areas and to learn in a resource-rich, supportive environment.
- Thinking is the most basic and important skill.
- High achievement takes many forms.
- Equity demands equivalence in the standards of learning for all students and in the instructional quality offered to each student, together with the opportunity to demonstrate learning in a variety of ways.
- Family and community support is essential to student success.

The Forum views the following four conditions as necessary for schools to ensure successful learning and support the assessment practices promoted by the Principles:

1. ***Schools organize to support the multiple learning needs and approaches of all their members.***

Schools foster a supportive environment for inquiry, intellectual challenge, and cooperation. The school climate and professional development for teachers and administrators promote respect for and inclusion of females and males from all ethnic, disability, language, socio-economic, and cultural groups. The school works toward the elimination of racism, sexism, and bias. It provides a safe environment for all students. It democratically involves all its members in shaping the school's learning and governing life, while recognizing that students require guidance in their growth to adulthood and independent learning and that students, educators, families, and support staff have different roles in assuring student success.

The school recognizes that learning is not housed in just one building. It develops collaborative external relationships so that students interact with and learn from members of the wider community, who, in turn, are welcomed by the school.

The school continually evaluates itself in order to improve. Assessment focuses on providing information used to strengthen student learning and on documenting progress. The school helps prepare educators to evaluate all students fairly. Assessments provide useful information on the particular knowledge and abilities students have or have not yet developed, in ways that will guide further learning and the improvement of curriculum and instruction.

2. ***Schools work to understand how learning takes place and what facilitates learning.***

Learning is an intellectually active and social process shaped by the learner's experiences, perceptions, and culture. Schools provide the environment, curriculum,

and instruction to facilitate active learning by both students and educators. Educators use new knowledge on learning to improve teaching and assessment.

Because learning requires feedback and reflection, assessment is an essential component of the process. To be helpful, an assessment system uses methods that are compatible with how different students learn, provides information on how each student learns, and offers a variety of methods and opportunities for demonstrating achievement.

3. ***Schools establish clear statements of desired learning for all students and help all students achieve them.***

Such statements are also called learning goals or content standards. They describe broad, important intellectual competencies—knowledge, skills, understandings, and habits of mind—that students should acquire and be able to demonstrate. These include important learning in and across subject areas, with a focus on thoughtful application and meaningful use of knowledge.

In order to establish general public agreement, statements of desired learning are determined through open discussion among subject-matter experts, educators, families of students, policymakers, students, and other members of the wider community, including advocacy, business, higher education, and civic organizations.

Assessment systems rely on practices and methods that are integrated conceptually with curriculum and instruction which, in turn, are based on the statements of desired learning. Schools use assessments to help students learn as well as to document and evaluate their learning.

4. ***All schools have equitable and adequate learning resources and classroom conditions, including capable teachers, a rich curriculum, safe and hospitable buildings, sufficient equipment and materials, and essential support services.***

Taken together, these conditions provide an opportunity to learn. Class sizes are small enough that teachers are able to get to know and work closely with all their students and use active approaches to learning and assessment. Tracking and full-time, long-term placements out of the mainstream classroom generally do not occur, but if determined necessary, are periodically assessed for effectiveness. Teachers have sufficient time to plan learning and assessment activities, discuss student learning, and work with fellow teachers. They have access to adequate professional development resources.

Reports to the public on student learning include valid and coherent information on available learning resources and conditions. This is necessary in order to help evaluate any impact resources have on learning and to facilitate obtaining needed resources if they are absent. It also helps create a climate in which students are not held responsible for the absence of equitable or adequate resources.

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This picture is ideal. It provides a vision of excellent education for all students to which good assessment makes a vital contribution. Assessment reform and broader school reform can and should move forward together.

PRINCIPLE 1 The Primary Purpose of Assessment Is to Improve Student Learning

Assessment systems, including classroom and large-scale assessment, are organized around the primary purpose of improving student learning.

Assessment systems provide useful and accurate information about student learning. They employ practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn. Educators assess and document student learning through an appropriate balance of methods that can include structured and informal observations and interviews, projects and tasks, experiments, tests, performances and exhibitions, audio and video tapes, portfolios, and journals. The consequences of using an assessment or a particular method are evaluated regularly to ensure that its effects are, in fact, educationally beneficial.

Classroom assessment is the primary means through which assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning and assessing flow in a continuous process. By documenting and evaluating student work over time, teachers obtain information for understanding student progress in ways that can guide future instruction. Assessment also provides opportunities for self-reflection and evaluation by the student.

Teachers are the primary users and developers of classroom assessments. They understand and apply, as appropriate for classroom work, current technical concepts of effective assessment practices, particularly validity and reliability. Individually and in groups, they analyze the impact of different assessments on student learning and use the results of their analyses to improve their assessment practices.

For classroom and large-scale assessments, scoring guides ("rubrics") for evaluating student work are stated in positive terms (what a student can do) and are appropriate to the work being done. They present a coherent picture of how students can develop and improve their performance.

No assessment method or practice is used that narrows or distorts the curriculum or instructional practices. Multiple-choice and short-answer methods, if used, constitute a limited part, in time or impact, of the total assessment system. History shows that their use, if too prominent, can skew instruction away from methods of teaching that support important learning.

In documenting student achievement, systems focus on providing information grounded in clearly defined learning goals for students and information about a student's progress. Therefore, assessments intended to rank order students or compare students with each other are not a significant part, in time or impact, of the total assessment system.

Principle 1: Indicators

1. Assessments are based on curriculum and desired learning outcomes that are clearly understood by students, educators, and parents.
2. Assessment practices are compatible with current knowledge about how learning takes place and allow for variety in how students learn.
3. Assessment systems enable a process of continuous feedback for the student.
4. Most assessments allow students to demonstrate understanding by thoughtfully applying knowledge and constructing responses.
5. Assessment systems allow students multiple ways to demonstrate their learning.
6. Assessment systems include opportunities for individual and group work.
7. Classroom assessments are integrated with curriculum and instruction.
8. Teachers employ a variety of assessment methods and obtain multiple forms of evidence about student learning for planning and implementing instruction and for evaluating, working with, and making decisions about students.
9. Teachers can explain how their assessment practices and instruments help improve teaching and how they provide useful information for working with students.
10. Student self-reflection and evaluation are part of the assessment system.
11. Schools establish procedures for enabling classroom-based student assessment information to follow each student from year to year.
12. Assessment methods, samples of assessments, scoring guides or rubrics, and examples of work of varying kind and quality are discussed and understood by students.
13. Scoring guides (rubrics) state in positive terms what students can do and enable users to analyze student strengths and needs in order to plan further instruction.
14. Educators make clear to students the uses and consequences of each assessment.
15. Teachers use current principles and technical concepts of assessment, particularly validity and reliability, in developing and analyzing their classroom assessments.
16. Multiple-choice and short-answer methods are a limited part, in time or impact, of the total assessment system.
17. Assessments intended to rank order students or compare students with each other are not a significant part, in time or impact, of the total assessment system.

PRINCIPLE 2 Assessment for Other Purposes Supports Student Learning

Assessment systems report on and certify student learning and provide information for school improvement and accountability by using practices that support important learning.

In order to support learning, assessment for these purposes conforms to the spirit and general requirements of Principle 1. When teachers, schools, districts, and states all use assessment practices and methods which are consistent with learning goals and current knowledge of how students learn, they establish the basis for a coherent system which meets a variety of purposes.

To report student learning to families, students and other educators, to certify student achievement, or to make important educational decisions, teachers analyze assessment information from ongoing school work and assessments. Important decisions about individuals, such as program placement, grade promotion, or graduation, are not made on the basis of any single assessment.

To provide information useful for school improvement, teachers and other school staff primarily rely on assessment information that is based on regular, continuing work by the school's students. External or large-scale assessments provide additional and corroborative information.

To provide information for accountability, the school, the district, and the state gather a variety of assessment information that they can use to inform the public, provide assistance to schools and districts, and make decisions about programs. This information can come from a combination of classroom-based assessment information (such as portfolio reviews) and external or large-scale assessments (such as examinations). To evaluate programs efficiently, districts and states rely on various forms of sampling, to the extent feasible. Technical standards for assessment are revised or developed to ensure they are adequate for the assessment purposes and methods, and they are used to help ensure high quality practices. Research is conducted to ensure that assessments are supporting and not harming important student learning. Because the context of learning affects student achievement and all students are held to the same high standards, accountability reports include contextual information about resources, school practices and quality, and other outcomes.

Principle 2: Indicators

1. Teachers, schools, districts, or states make reports on and decisions about individuals on the basis of cumulative evidence of learning, using a variety of assessment information, not on the basis of any single assessment.
2. Assessment systems provide students with multiple opportunities to demonstrate their learning.
3. Schools use assessment information to improve curriculum, instruction, and teacher effectiveness.
4. The evaluation of an accumulation of work and assessments done by students over time is a major component of accountability.
5. Information for accountability is obtained through sampling, to the extent feasible.
6. When classroom-based information is used in accountability, independent evaluations of the information, such as re-scoring a sample of the portfolios or exams, are conducted.
7. Teachers view assessments for accountability purposes as consistent with and not harmful to curriculum, instruction, and high quality classroom assessment.
8. Information from large-scale assessments is returned to the school and teachers in a form that they can use.
9. If programs, schools, districts, or states are compared, appropriate contextual information is provided.
10. Technical standards for assessment systems are developed and used to ensure that assessments provide accurate and comprehensive information, measure progress toward learning goals in ways that are consistent with how students learn, and are used appropriately.
11. Technical studies of large-scale assessments or those used across a number of classrooms or schools show that the assessments focus on important knowledge as defined in learning goals, are consistent with knowledge of how students learn, and are not biased against particular population groups.
12. Validity studies of large-scale assessments or those used across a number of classrooms or schools show that the assessments have beneficial, not harmful, effects on student learning and that actions taken based on assessment information are adequately supported by and are appropriate uses of that information.

PRINCIPLE 3 Assessment Systems Are Fair to All Students

Assessment systems, including policies, practices, instruments, and uses, are fair to all students.

Assessment systems ensure that all students receive fair treatment in order not to limit students' present education and future opportunities. Assessment is fair when every student has received equitable and adequate schooling, including culturally sensitive curriculum, instruction, and assessment that encourage and support each student's learning, and when assessment systems meet these *Principles*. In particular:

Assessment results accurately reflect a student's actual knowledge, understanding and achievement. Assessments are designed to minimize the impact of biases on the student's performance, including:

- biases of persons developing or conducting the assessment, evaluating the performance, or interpreting or using the results;
- biases caused by basing assessments on the perspectives or experiences of one particular group; and
- biased format or content, including offensive language or stereotypes.

Educators and assessment and content experts construct assessment systems that support learning by all students in a diverse population with varying learning styles. Assessment developers and users recognize and build upon the benefits of diversity. Assessment systems allow for multiple methods, as stated in Principle 1, to assess student progress toward meeting learning goals and for multiple but equivalent ways for students to express knowledge and understanding. Assessments are administered under conditions that support high quality performance.

Assessments are created or adapted and accommodations are made to meet the specific needs of particular populations, while preserving the integrity and validity of the assessments. These populations include English language learners (also identified as limited English proficient students) and students with disabilities. Adaptations include, but are not limited to, physical accommodations, assessments in a student's primary language or language of instruction (written, oral or signed), and extra time. Advocates for specific groups help detail how to meet these assessment standards.

Students should not suffer adverse consequences simply because their backgrounds or school experiences may have made them less familiar with particular methods of assessment. Therefore, teachers and schools provide all students with instruction and practice in the assessment methods used to evaluate their progress, but do not engage in inappropriate coaching.

Assessment developers consider possible adverse consequences of using the assessment, particularly for those groups which currently suffer discrimination or the effects of previous discrimination. Assessments are modified as necessary to reduce harmful impacts while preserving accuracy. Assessments are used to provide students with optimal learning opportunities, rather than place them in tracks or programs which narrow curriculum options or foreclose educational opportunities.

Principle 3: Indicators

1. Every student has the opportunity to perform on a variety of high quality assessments during the school year.
2. Schools prepare all students to perform well on assessments which meet these principles.
3. Assessment practices recognize and incorporate the variety of cultural backgrounds of students who are assessed.
4. Assessment practices incorporate the variety of different student learning styles.
5. Assessments, particularly for young children, are developmentally appropriate.
6. Assessments are created or adapted to meet the needs of students who are learning English.
7. Assessments are created or adapted and accommodations made to meet the needs of students who have a disability.
8. All students are knowledgeable and experienced in the assessment methods used to evaluate their work.
9. The group which designs or validates an assessment reflects, has experience with, and understands the particular needs and backgrounds of the student population, including race, culture, gender, socio-economic, language, age, and disability status.
10. Committees of persons knowledgeable about the diverse student population review large-scale assessments for bias and are able to modify, remove, or replace items, tasks, rubrics, or other elements of the assessment, if they find them biased or offensive.
11. Teacher education and continuing professional development prepare teachers to assess all students fairly.
12. Technical standards are developed and used to ensure that assessments do not have harmful consequences for student learning or teaching.
13. States and districts report their assessment data by racial, ethnic, gender, linguistic, disability, and socio-economic status groups for analysis of school, district, and state results, provided that doing so does not infringe upon student privacy rights.
14. Schools do not use assessments to track or place students in ways that narrow curriculum options or foreclose educational opportunities.

PRINCIPLE 4 Professional Collaboration and Development Support Assessment

Knowledgeable and fair educators are essential to high quality assessment systems and practices.

Assessment systems depend on educators who understand the full range of assessment purposes, use appropriately a variety of suitable methods, work collaboratively, and engage in ongoing professional development to improve their capability as assessors.

Teachers are the primary assessors. They:

- document, evaluate, and report student learning;
- construct, select, and use appropriate, high-quality methods and instruments to meet various assessment purposes; and
- participate in developing and scoring any district or state assessments and know how to use relevant information from them.

Schools of education assess their own students using methods they expect prospective teachers to learn to use. They prepare administrators to support, assist, and supervise teachers in high quality assessment practices. They prepare teachers to:

- integrate assessment with instruction and curriculum;
- use a variety of high quality methods for assessing the performance and development of a diverse student population; and
- communicate with families and students about the methods used and the information obtained from the assessments.

Educators, including teachers, administrators, teacher aides, school psychologists, and counselors, determine the types of individual and collective professional development that contribute to the quality of assessment practices. They actively participate in such professional development. They work together to improve their craft, meet regularly to discuss assessment and evaluate student work, and establish networks to discuss assessment issues and practices, particularly in the fields they teach. They engage in scoring and discussing portfolios, work samples, or performance examinations at the district or state level. They consult with families, the community, and various experts to shape professional development in assessment to meet the needs of all their students. Schools, states, and districts provide resources that educators can call on or use as appropriate to strengthen their assessment capabilities.

Principle 4: Indicators

1. Teacher educators ensure that beginning teachers possess basic knowledge, skills, and experience for assessing their students with a variety of appropriate methods and communicating with parents and students.
2. Teacher educators practice appropriate assessment techniques.
3. Teachers perform well in their role as primary assessors of student learning.
4. Teachers regularly participate in setting performance standards, selecting examples of work of different quality, and scoring or re-scoring portfolios or performance assessments at the school, district, or state level.
5. Teachers and administrators know how to use the results of large-scale assessment information for program and school improvement.
6. Schools and districts provide regular, substantial meeting time for collaborative professional development that includes discussions of assessment, actual student work, and the relationship of assessment to instruction.
7. Educators work together to determine the professional development needed for improving their capabilities as assessors.
8. Educators actively participate in professional development for improving their capabilities as assessors.
9. Teachers and other school personnel consult with parents and other community members about professional development related to assessing all students in the school.
10. Schools, districts, and states provide adequate opportunities for administrators to engage in professional development that supports sound teacher and school assessment practices.
11. Schools and districts enable teacher aides, counselors, psychologists and other school personnel to participate with teachers, as appropriate, in professional development about assessment.
12. Districts and states provide resources needed for professional development.

PRINCIPLE 5 The Broad Community Participates in Assessment Development

Assessment systems draw on the community's knowledge and ensure support by including parents, community members, and students, together with educators and professionals with particular expertise, in the development of the system.

Parents, family members, and students contribute important information and knowledge to both classroom and large-scale assessments. This includes knowledge about how students learn, the communities and cultures in which they live, and how children can be prepared for assessment experiences. School systems educate family and community members to participate effectively in the assessment system and provide information about how parents can support their children in the assessment process. School systems also educate parents and the community about the meaning of assessment results. Schools, districts and other assessment developers create a supportive atmosphere, ensure accessible meeting times and places, and use language that encourages broad-based community participation in planning, designing, and evaluating the assessments.

In constructing, selecting, and using assessments for their classrooms, teachers incorporate and build on parent, family, community, and expert knowledge. Developers of large-scale assessments include teachers and other school-based educators in the development process.

Assessment, curriculum, and content experts continue to have a central role in developing large-scale assessments. They also have a responsibility to help teachers and schools develop and improve classroom assessment practices. Experts are particularly attuned to teachers' needs to improve assessments within the everyday constraints and challenges of teaching. Teachers and administrators, in turn, consider the insights provided and issues raised by the experts.

Other evaluators of students, such as counselors and psychologists, work with teachers, relying primarily on analysis of classroom activity to plan how best to educate each child.

Principle 5: Indicators

1. Teachers, schools, districts, states, and other assessment developers include students, family, and community members in planning, developing, reviewing, and evaluating assessment systems, instruments, and practices.
2. Schools and districts educate parents and community members to participate effectively in developing and reviewing assessment systems and practices.
3. Teachers, schools and districts educate parents and community members about the meaning and interpretation of assessment results.
4. Those developing assessments ensure that meeting times and places are accessible to all people who desire to participate in assessment development.
5. Schools and teachers provide parents the opportunity to discuss classroom assessment practices.
6. Students participate in discussing standards and planning both classroom and large-scale assessments.
7. Teachers, school administrators, and other school personnel from a variety of subject areas, grade levels, and demographic backgrounds play a prominent role in designing, administering, and scoring any assessments mandated by the school, district, state, or federal government.
8. Assessment, curriculum, and content experts work together with school-based educators to develop assessments that support important learning, are compatible with how students learn, and promote effective instruction.

PRINCIPLE 6 Communication about Assessment Is Regular and Clear

Educators, schools, districts, and states clearly and regularly discuss assessment system practices and student and program progress with students, families, and the community.

Educators, schools, districts, and states communicate, clearly and in ordinary language, the purposes, methods, and results of assessment. They focus their reporting on what students know and are able to do, what they need to learn to do, and what will be done to facilitate improvement in learning. They report achievement data in terms of learning standards and avoid comparing students or programs in ways that do not support good instructional practices. Teachers and schools also clearly inform parents and students about important assessments, including what the assessment is, when it will occur, and how the results will be used.

Schools, districts, and states make use of many avenues of communication (with appropriate protection for student privacy), including parent-teacher conferences, mass media, school papers, displays of student work in public spaces, and open meetings to view and discuss student work and assessment results. They also provide translations (written, oral, or signed) of important information into languages used by the families and communities served. Information on all students in the system is included in public reports by schools, districts, and states.

Teachers, schools, districts, and states establish avenues for comment and feedback from family and community members about the assessment processes. Educators and technical experts work with families and communities to improve reporting and plan how best to receive and use feedback to improve assessment practices. Specialized or technical information intended primarily for professional use is also readily available to the public.

Schools, districts, and states present assessment results in conjunction with other information about schooling, including information about:

- education programs, including curriculum, instructional practices, student placement practices, and class size;
- social data, including poverty indices and demographic data on students, staff, and community;
- resources, including funding and expenditures, staff qualifications, and available materials and equipment;
- school environment, including building quality and freedom from violence; and
- outcomes, including graduation rates, post-secondary education attendance, and other measures of long-term achievement and satisfaction.

Principle 6: Indicators

1. Survey results show that parents and other community members from different racial, ethnic, cultural, income, disability, and linguistic groups agree that reports:
   - are clear;
   - are sufficiently frequent; and
   - include sufficient examples of goals, standards, sample or actual assessments, rubrics or scoring guides, and examples of student products (with safeguards for privacy).
2. Parents, students, and other community members participate in determining the content, form, and frequency that reporting will take.
3. Translations enable all parents with limited or no English proficiency to receive information about the achievement of their children; and they enable all community members to receive data about student achievement in general at the school, district, and state levels.
4. Reports on schools, districts, or states include information on all students.
5. Schools, districts, and states report achievement information to the public in terms of agreed-upon learning standards.
6. Schools and teachers report individual student achievement information to students and families in terms of learning standards, individual growth and progress, student interests, and how the student learns.
7. School and teacher reports about student achievement focus on what students know and are able to do, what they need to learn to do, and what will be done to facilitate improvement.
8. Teachers and schools present information in a variety of ways, including written reports and conferences, to students and their families.
9. Teachers clearly inform students and parents about important assessments, including what, when, and how they are used.
10. Schools, districts, and states use many avenues of communication to inform the public.
11. All reports explain the meanings, limitations, and strengths of reported data.
12. Public reports present assessment information in the context of education programs, social data, resources, school environment, and other outcomes.
13. Technical and specialized reports are readily available to interested members of the public.

PRINCIPLE 7 Assessment Systems Are Regularly Reviewed and Improved

Assessment systems are regularly reviewed and improved to ensure that the systems are educationally beneficial to all students.

Assessment systems must evolve and improve. Even well-designed systems must adapt to changing conditions and increased knowledge. A periodic, comprehensive review is the basis for making decisions to alter all or part of the assessment system. In this review process, educators use these *Principles and Indicators*, including the "Foundations" section. An assessment review usually is integrated with a review of the educational system as a whole.

The ultimate value of an assessment system is its ability to enhance learning for all students. Reviews involve an inquiry process focused on two questions: Does the system provide information useful for making decisions and taking action? Are the actions taken educationally beneficial?

Reviewers consider how well the information provided by assessments helps in making decisions and improving schooling. They pay careful attention to any unintended consequences of the assessment system, particularly on teaching and learning, and especially for groups who suffer discrimination or the effects of previous discrimination. Reviewers consider how well the system adheres to each of the assessment principles. They also consider how well the parts of the assessment system combine to form a coherent whole. If only part of a total system is reviewed (e.g., one school's assessments), the review is tailored to fit the purposes of that part.

To ensure that timely and effective reviews are conducted, a continuing group has responsibility for monitoring the review process. The primary reviewers of classroom assessments are school-based educators working collaboratively. Parents, students, and other educators and experts also provide feedback about classroom and school practices. Assessment reviews by schools are part of regular evaluations of school quality. Reviews of large-scale assessments and whole systems require broad participation from all stakeholder groups, including teachers and other educators; family and community members; advocacy, civil rights, higher education, business, labor and community groups; students; and assessment and curriculum specialists. Independent expert analysis of the system is included in the public review process.

Reviews include an analysis of the costs and benefits of the assessments to the education system as a whole. The most important criterion for cost-benefit analysis is that the assessment benefit and not harm important student learning.

Schools, districts, and states use review information to improve the system. Because new programs or fundamental changes take time to show results, school systems do not use assessment review information to make hasty decisions about programs; nor do they use difficulties in implementing new assessments that are consistent with these *Principles* as a reason to quickly discard them.

Principle 7: Indicators

1. The assessment system at all levels is reviewed regularly.
2. A continuing group has responsibility for monitoring the assessment review process.
3. Surveys show that stakeholders were able to participate in evaluating school, district, and state assessment systems.
4. Public review of the assessment system includes analysis by independent experts in curriculum, instruction, and assessment.
5. Cost-benefit analyses of the assessment system focus on its effects on instruction and learning.
6. The review includes evidence of the use of assessment information in the educational planning and improvement process.
7. Reviewers evaluate:
   - adequacy of classroom assessment practices to support important learning for all students;
   - effects of assessments on curriculum, instruction, and learning;
   - adequacy of information for certification, program improvement, and accountability;
   - fairness for all students;
   - technical quality and rigor of assessments;
   - intended and unintended consequences of the assessment system, particularly those affecting learning and equity;
   - adequacy of professional development activities;
   - extent and quality of professional collaboration on assessment;
   - extent and quality of stakeholder involvement in developing and reviewing the assessment system;
   - adequacy of contextual information that is presented with assessment data and used to help understand student learning outcomes;
   - quality of communication with families and the public;
   - costs and benefits of the assessment system;
   - quality and usefulness of the review process itself; and
   - coherence of the assessment system.

GLOSSARY

Accountability: Responsibility for general school processes and student achievement, including confirming that resources were effectively used and using assessment results to provide information about what children have learned to the public.

Assessment: Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions. Methods include observations, interviews, video and audio tapes, projects, experiments, tests, performances, and portfolios.

Bias: A lack of objectivity, fairness, or impartiality on the part of the assessor or evaluator, the assessment instrument or procedures, or in the interpretation and evaluation process, that leads to misinterpretation of student performance or knowledge.

Content standards: The desired learning (knowledge, skills, understandings, and habits of mind) that students should acquire and be able to demonstrate.

Developmentally appropriate: Practices based on what is known about how children and youth develop, learn, and manifest their learning.

English language learners: Individuals whose primary language is not English and who are in the process of learning English. Sometimes called limited English proficient students.

Evaluation: The process of interpretation and use of information to make decisions; also, judgment regarding the quality, value, or worth of a response, product, or performance based upon established criteria.

Exhibition: An extended, multi-part project resulting in tangible products and/or presentations; a term often used to describe major performances or activities in a student's school career or a culmination of work in a class.

Habits of mind: A summary term for various dispositions important for effective thinking and learning, including such things as: reading with curiosity; reflecting critically on one's own work; developing independence, clarity, and incisiveness of thought; willingness to work hard; and an ability to manage time effectively.

Important learning: Central concepts, essential skills, and critical ways of thinking within or across a subject/discipline.

Learning styles: Characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how individual learners perceive, interact with, and respond to the learning environment.

Observation: Watching and recording what students do, without immediate judgment or interpretation.

Opportunity to learn: Giving students the means to acquire high level knowledge and skills; also, provision of equitable and adequate learning resources, including capable teachers, rich curriculum, high-quality facilities, equipment and materials, and essential support services.

Performance: A presentation of one's work before an audience, which may include classmates, parents, or members of the community, in addition to scorers.

Performance assessment: General term for an assessment activity in which students construct responses, create products, or perform demonstrations to provide evidence of their knowledge and skills.

Performance standard: An established level of achievement, quality of performance, or degree of proficiency. Performance standards specify what a student is expected to achieve or perform to show the student has substantially met content standards.

Portfolio: A purposeful or systematic collection of selected student work and student self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning.

Portfolio assessment: The process of developing, reviewing, and evaluating student portfolios.

Project: An extended work, such as a research report in history or a science investigation.

Professional development: Continued learning by educators to improve their knowledge and skills.

Reliability: The degree to which an assessment measures consistently or to which assessment scores are free from errors of measurement.

Sampling: A way to collect information about a group by examining only a part of the group (the sample), or by dividing a test into sections and giving each member of the group or the sample only one part of the test (matrix sampling).

Scoring guide ("rubric"): A guide based on specified standards used to score performance assessments. Rubrics contain a scale (e.g., 6,5,4,3,2,1 or "distinguished, proficient, apprentice, novice") and descriptions of the features/characteristics of work at each point on the scale.

Stakeholder(s): Those individuals who have a substantial interest in schools and student learning, who may include students, teachers, administrators, other school staff, parents, advocacy organizations, community members, higher education institutions, and employers.

Tracking: The process of sorting students of the same age or grade level into categories and assigning them to various kinds of classes with different levels of instruction, for most or all of the school day, and for the long term or permanently.

Validity: The extent to which an assessment measures what it is supposed to measure. More precisely, the degree to which evidence and judgment supports or disproves the adequacy and appropriateness of inferences and actions based on specific assessment information. Validity indicates the degree of accuracy of predictions or inferences based upon an assessment score.

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RESOURCE ORGANIZATIONS

The following organizations provide assistance with or materials about performance assessment. In addition, various teacher, principal, administrator, school board, state superintendent, and subject area professional associations provide information on performance assessment or assistance in implementing performance assessments.

Association for Supervision and Curriculum Development (ASCD)
1250 North Pitt Street
Arlington, VA 22314-1403
(703) 549-9110

Center for Research on Evaluation, Standards and Student Testing (CRESST)
University of California at Los Angeles
10880 Wilshire Boulevard, Rm. 734
Los Angeles, CA 90024-1522
(310) 206-1532

Center on Learning, Assessment, and School Structure (CLASS)
648 The Great Road
Princeton, NJ 08540
(609) 252-1211

Coalition of Essential Schools
Box 1969
Brown University
Providence, RI 02912
(401) 863-3384

National Center for Education Outcomes for Students with Disabilities
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, MN 55455
(612) 626-1530

National Center for Fair & Open Testing (FairTest)
342 Broadway
Cambridge, MA 02139
(617) 864-4810

New Standards Project
c/o National Center on Education and the Economy
700 11th Street NW, Suite 750
Washington, DC 20001
(202) 783-3668

Performance Assessment Collaboratives for Education (PACE)
Harvard Graduate School of Education
8 Story Street
Cambridge, MA 02138
(617) 496-2770

Project Zero
Harvard Graduate School of Education
Longfellow Hall
Appian Way
Cambridge, MA 02138
(617) 495-4342

The Prospect Center
P. O. Box 326
North Bennington, VT 05257-0326
(802) 442-8333

How the *Principles and Indicators* Were Developed

In 1991, the National Forum on Assessment released *Criteria for the Evaluation of Student Assessment Systems*, a two-page statement endorsed by dozens of education and civil rights organizations, designed to help guide the improvement of student assessment systems. This statement was the starting point for development of the *Principles*.

The *Principles* were produced through a multi-step process, beginning in November 1993, in which many drafts were written, discussed, and revised. The Forum itself met monthly to discuss the development of the document.

To obtain input from organizations and individuals outside the Forum, meetings were held in a number of cities. Some involved a range of people (teachers, administrators, community members, researchers, and policymakers) while others included members of a particular organization. These meetings were held in:

Cambridge, MA (co-hosted by Project Zero), December 20, 1993
Washington, DC (civil rights groups), January 6, 1994
Ft. Myers, FL (meeting of EIAC Assessment Task Force of CCSSO), January 20, 1994
Washington, DC (teachers with the NEA), January 24, 1994
Los Angeles (co-hosted by CRESST), March 15, 1994
San Francisco (co-hosted by the Far West Laboratory), March 16, 1994
Arlington, VA (administrators with the AASA), March 31, 1994
Chicago (co-hosted by Designs for Change), May 13, 1994
Chicago (meeting of ASCD Assessment Consortium), May 14, 1994
Milwaukee (co-hosted by the Milwaukee Public Schools), May 16, 1994
Madison (co-hosted by Center on Organization and Restructuring of Schools), May 17, 1994
Cleveland (co-hosted by the Cleveland Foundation), May 18, 1994
Alexandria, VA (principals with the NAESP), June 2, 1994
New York (co-hosted by NCREST), June 7, 1994
Albuquerque (CCSSO Large-Scale Assessment Conference), June 14, 1994
Cambridge (co-hosted by Lesley College), June 20, 1994
Phoenix (CCSSO Large-Scale Assessment Conference), June 20-22, 1995

In addition, hundreds of individuals and organizations received the *Principles* by mail, with many responding to drafts and offering feedback. Input from the meetings and the written comments were incorporated by the Forum into subsequent drafts and the final product.

Co-chairs of the National Forum on Assessment are Monty Neill, the National Center for Fair & Open Testing (FairTest), and Ruth Mitchell, The Education Trust, American Association for Higher Education. They wish to thank the many reviewers, the organizations which hosted meetings, and the many Forum members who volunteered substantial time to work on the *Principles*.

FairTest provided staffing for the project. Funding was provided by the John D. and Catherine T. MacArthur Foundation and the Joyce Foundation, with additional support from the Ford Foundation.

SUMMARY *Principles and Indicators for Student Assessment Systems*

Assessment of student learning is undergoing profound change at the same time reforms are taking place in learning goals and content standards, curriculum, instruction, the education of teachers, and the relationships among parents, communities, schools, government, and business. These *Principles* provide a vision of how to transform assessment systems and practices as part of wider school reform, with a particular focus on improving classroom assessment while ensuring large-scale assessment also supports learning. To best serve learning, assessment must be integrated with curriculum and instruction.

High quality assessment must rest on strong *educational foundations*. These foundations include organizing schools to meet the learning needs of all their students, understanding how students learn, establishing high standards for student learning, and providing equitable and adequate opportunity to learn.

The *Principles* reflect an "ideal"—what the National Forum on Assessment believes is the best that assessment can be and do. We understand that they will not be implemented immediately or with great ease. We do firmly hold, however, that education systems must move toward meeting these principles if assessment is to play a positive role in improving education for all students.

Principle 1: The Primary Purpose of Assessment Is to Improve Student Learning

Assessment systems, including classroom and large-scale assessment, are organized around the primary purpose of improving student learning. Assessment systems provide useful information about whether students have reached important learning goals and about the progress of each student. They employ practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn. Classroom assessment that is integrated with curriculum and instruction is the primary means of assessment. Educators assess student learning through such methods as structured and informal observations and interviews, projects and tasks, tests, performances and exhibitions, audio and videotapes, experiments, portfolios, and journals. Multiple-choice methods and assessments intended to rank order or compare students, if used, are a limited part of the assessment system. The educational consequences of assessment are evaluated to ensure that the effects are beneficial.

Principle 2: Assessment for Other Purposes Supports Student Learning

Assessment systems report on and certify student learning and provide information for school improvement and accountability by using practices that support important learning. Teachers, schools and education systems make important decisions, such as high school graduation, on the basis of information gathered over time, not a single assessment. Information for accountability and improvement comes from regular, continuing work and assessment of students in schools and from large-scale assessments. Accountability assessments use sampling procedures. Rigorous technical standards for assessment are developed and used to ensure high quality assessments and to monitor the actual educational consequences of assessment use.

Principle 3: Assessment Systems Are Fair to All Students

Assessment systems, including instruments, policies, practices and uses, are fair to all students. Assessment systems ensure that all students receive fair treatment in order not to limit students' present and future opportunities. They allow for multiple methods to assess student progress and for multiple but equivalent ways for students to express knowledge and understanding. Assessments are unbiased and reflect a student's actual knowledge. They are created or appropriately adapted and accommodations are made to meet the specific needs of particular populations, such as English language learners and students with disabilities. Educators provide students with instruction in the assessment methods that are used. Bias review committees study and approve each large-scale assessment.

Principle 4: Professional Collaboration and Development Support Assessment

Knowledgeable and fair educators are essential for high quality assessment. Assessment systems depend on teachers and other educators who understand the full range of assessment purposes, use appropriately a variety of suitable methods, work collaboratively, and engage in ongoing professional development to improve their capability as assessors. Schools of education prepare teachers and other educators well for assessing a diverse student population. Educators determine and participate in professional development and work together to improve their craft. Their competence is strengthened by groups of teachers scoring student work at the district or state levels. Schools, districts, and states provide needed resources for professional development.

Principle 5: The Broad Community Participates in Assessment Development

Assessment systems draw on the community's knowledge and ensure support by including parents, community members, and students, together with educators and professionals with particular expertise, in the development of the system. Discussion of assessment purposes and methods involves a wide range of people interested in education. Parents, students, and members of the public join a variety of experts, teachers, and other educators in shaping the assessment system.

Principle 6: Communication about Assessment Is Regular and Clear

Educators, schools, districts, and states clearly and regularly discuss assessment system practices and student and program progress with students, families, and the community. Educators and institutions communicate, in ordinary language, the purposes, methods, and results of assessment. They focus reporting on what students know and are able to do, what they need to learn to do, and what will be done to facilitate improvement. They report achievement data in terms of agreed-upon learning goals. Translations are provided as needed. Examples of assessments and student work are made available to parents and the community so they know what high quality performance and local students' work looks like. Assessment results are reported together with contextual information such as education programs, social data, resource availability, and other student outcomes.

Principle 7: Assessment Systems Are Regularly Reviewed and Improved

Assessment systems are regularly reviewed and improved to ensure that the systems are educationally beneficial to all students. Assessment systems must evolve and improve. Even well-designed systems must adapt to changing conditions and increased knowledge. Reviews are the basis for making decisions to alter all or part of the assessment system. Reviewers include stakeholders in the education system and independent expert analysts. A cost-benefit analysis of the system focuses on the effects of assessment on learning. These *Principles*, including "Foundations," provide the basis for evaluating the system.

ORGANIZATIONAL SIGNERS

We, the undersigned, recommend that educators, schools, districts, states, and parent, advocacy, civil rights, community, business, and other organizations concerned with education give serious consideration to the Principles and Indicators for Student Assessment Systems *for use in evaluating, revising, and developing assessments and assessment systems.*

The Achievement Council, Los Angeles, CA
Alameda County Office of Education, CA
American Association of Colleges for Teacher Education (AACTE), Washington, DC
Association for Community Based Education (ACBE), Washington, DC
Association for Supervision and Curriculum Development (ASCD), Alexandria, VA
Association for Women in Science, Washington, DC
Boston Leadership Academy, Boston University
California Teachers Association
California Tomorrow
Center for Collaborative Education, New York, NY
Center for Collaborative Education, Metro Boston, Inc., Massachusetts
Center for Language in Learning, El Cajon, CA
Center for Women Policy Studies, Washington, DC
Center on Learning, Assessment, and School Structure (CLASS), Princeton, NJ
Cleveland Education Fund, Ohio
Commonwealth of the Northern Marianas Public School System, Saipan, MP
Community Involved Charter School, Lakewood, CO
Community School District 3, New York, NY
Community Training and Assistance Center (CTAC), Boston, MA
Council of the Great City Schools, Washington, DC
Cross City Campaign for Urban School Reform, Chicago, IL
Current Index to Research of Music in Education (CIRME), Boston, MA
Education Law Center - PA, Philadelphia
The Equality in Testing Project, Holmdel, NJ
Erikson Institute, Chicago, IL
Evaluation Assistance Center East at the George Washington University Institute for Equity and Excellence in Education
Fairfax Association of Elementary School Principals (FAESP), Virginia
Fairfield Area School District, Pennsylvania
Fenway Middle College High School, Boston, MA
Foundation For Youth Impact, Inc., Atlanta, GA
The Foundations School, Chicago, IL
Gallaudet University, Washington, DC
High/Scope Education Research Foundation, Ypsilanti, MI
Hispanic Education Coalition, Washington, DC
Institute for Democracy in Education, Ohio University
Institute for Education and Social Policy, New York University
The Institute for Learning & Teaching, St. Paul, MN
Intercultural Development Research Association (IDRA), San Antonio, TX
International Reading Association (IRA), Newark, DE
The Learning Center at Wildcat Canyon Ranch/City Stables, Oakland, CA
Manoa Writing Program, University of Hawai'i
Manpower International Inc., Milwaukee, WI
Mexican American Legal Defense and Educational Fund (MALDEF), Los Angeles, CA
Midwest Desegregation Assistance Center, Kansas State University
Milwaukee District Advisory Council, Wisconsin
Mississippi Human Services Agenda
National Association for Bilingual Education (NABE), Washington, DC
National Association for the Education of Young Children (NAEYC), Washington, DC
National Association of Elementary School Principals (NAESP), Alexandria, VA
National Association of Secondary School Principals (NASSP), Reston, VA
National Association of State Directors of Special Education (NASDSE), Alexandria, VA
National Center for Fair & Open Testing (FairTest), Cambridge, MA
National Center for Restructuring Education, Schools, and Teaching (NCREST), New York, NY
National Center on Educational Outcomes for Students with Disabilities, Minneapolis, MN
National Clearinghouse for Bilingual Education, George Washington University
National Coalition for Indian Education, Albuquerque, NM

National Coalition of Education Activists, Rhinebeck, NY
National Education Association (NEA), Washington, DC
National Parent Teacher Association (National PTA), Chicago, IL
National Urban Coalition, Washington, DC
National Urban League, New York, NY
National Women's Law Center, Washington, DC
Network of Educators on the Americas (NECA), Washington, DC
New England Desegregation Assistance Center at Brown University, Rhode Island
North Philadelphia Community Compact for College Access and Success, Pennsylvania
Northern Trails Area Education Agency, Iowa
Panasonic Foundation, Secaucus, NJ
Parents Only Want Equal Rights in Education (POWER-E), Detroit, MI
Partnership for Professional Development, University of Louisville
Pennsylvania School Reform Network
Philadelphia Education Fund, Pennsylvania
Portfolio News / Portfolio Assessment Clearinghouse, University of California at San Diego
Program Evaluation and Research Group, Lesley College
Project Zero, Harvard Graduate School of Education
Public Education Fund Network, Washington, DC
Public School 261, Brooklyn, NY
Rochester Teachers Association's (RTA) Leadership for Reform Institute, New York
Science Weekly, Inc., Silver Spring, MD
Social Equity Technical Assistance Center, San Diego State University
Synergy Learning, Brattleboro, VT
Teachers' Laboratory, Brattleboro, VT
University Heights High School, Bronx, NY
Virginia Association of Test Directors
Virginia Educational Association (VEA)-Study Group
Westinghouse High School, Chicago Public Schools

INDIVIDUAL SIGNERS

We, the undersigned, recommend that educators, schools, districts, states, and parent, advocacy, civil rights, community, business, and other organizations concerned with education give serious consideration to the Principles and Indicators for Student Assessment Systems *for use in evaluating, revising, and developing assessments and assessment systems.*

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Larry Jacobs, Principal, Seattle, WA
John Jarvey, English Teacher, Cleveland Public Schools
Jamie Beck Jensen, Educator, New York, NY
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Peter Johnston, Professor, State University of New York at Albany
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Joseph P. McDonald, Director of Research, Annenberg Institute for School Reform, Brown University, RI
Rev. Patricia Matthews, Executive Director, Foundation for Youth Impact, Inc., Atlanta, GA
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James E. Mazza, Community Superintendent, Community School District 3, New York, NY
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Note: All organizational names are for identification purposes only

SIGN-ON FORM

PRINCIPLES AND INDICATORS FOR STUDENT ASSESSMENT SYSTEMS

We, the undersigned, recommend that educators, schools, districts, states, and parent, advocacy, civil rights, community, business, and other organizations concerned with education give serious consideration to the Principles and Indicators for Student Assessment Systems *for use in evaluating, revising, and developing assessments and assessment systems.*

Name: _____

Title: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____ e-mail: _____

- ❑ You may add our organization to the list of signers of the above statement. I understand our name will be used in public releases of the *Principles and Indicators*.
- ❑ You may add my individual name to the list of signers.
  - ❑ You may use my organization's name, for identification purposes only, in public releases of the *Principles*.
  - ❑ As an individual signer, you may not add my organization's name, even for identification purposes. I would like to be identified as _____

Date_____ Signature _____

Mail or Fax to:

National Forum on Assessment
c/o FairTest
342 Broadway
Cambridge, MA 02139
Fax # (617) 497-2224

Note: The list of signers will be updated periodically.

National Forum on Assessment
c/o FairTest, 342 Broadway, Cambridge, MA 02139